

# 2017-2018 Assessment Cycle EDUC\_Counselor Education MS

## Mission (due 12/4/17)

### University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

### University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

### University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

### College / VP and Program / Department Mission

#### Mission of College or VP-area

*Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."*

The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the college to be responsive to community, regional, and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the college strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships which systematically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

#### Mission of Program / Department

*Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."*

Program Mission: "It is the mission of the Department of Counselor Education at the University of Louisiana at Lafayette, working together in partnerships with schools, community agencies, and university colleagues, to develop Counselors in the areas of personal growth, academic excellence, and professional competence. Through an experiential, contextual, and systemic curriculum and by integrating theory, research, practice, and professional involvement, it is the aim of the faculty to promote scholarly inquiry, respect for diversity, a strong professional identity, and ethical practice among the next generations of Counselors."

#### Attachment (optional)

*Upload any documents which support the program / department assessment process.*

## Assessment Plan (due 12/4/17)

### Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

#### Assessment List

Goal/Objective	<p>Students in all concentrations will demonstrate content mastery of topics related to ethics and professional issues, specifically as follows:</p> <ul style="list-style-type: none"> <li>a. history and philosophy of the counseling profession</li> <li>b. professional roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications</li> <li>c. counselors'™ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional or national crisis, emergency or disaster</li> <li>d. counseling supervision models, practices, and processes, professional organizations, including membership benefits, activities, services to members and current issues</li> <li>e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</li> <li>f. the role and process of the professional counselor advocating on behalf of the profession</li> <li>g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</li> <li>h. ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.(Imported)</li> </ul>								
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	<p>d. counseling theories that provide the student with models to conceptualize client presentation and to assist the student in selecting appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling</p> <p>e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions</p> <p>f. a general framework for understanding and practicing consultation, and g. an understanding of multidisciplinary immediate, intermediate and long term responses to crises, emergencies and disasters, including the use of psychological first aid strategies(Imported)</p>								
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### Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

### Assessment Process

1) What strategies exist to assess the outcomes?

CPCE Standardized Exit Exam

2) What does the program/department expect to achieve with the goals and objectives identified above?

Alignment with CACREP Standards; monitoring of program outcomes.

3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?

Evaluation indicate successfully meeting objectives which confirm instruction personnel placement and existing strategies. No changes were made.

4) What is the plan for using data to improve student learning and/or operations?

Continue to monitor outcomes and compare to national nor inf data.

5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Objectives are reported to program faculty every semester, including summers. Should an objective not be met, appropriate discussions will be held and decisions made about changing strategies to meet the objective. This has not been necessary.

## Results & Improvements (due 9/15/18)

### Results and Improvement Narratives

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## Reflection (Due 9/15/18)

### Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

#### 1) How were assessment results shared in the program / department?

*Please select all that apply. If "other", please use the text box to elaborate.*

Distributed via email

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

Results are shared and discusses at one of the weekly faculty meetings after scores are received and analyzed.

#### 2) How frequently were assessment results shared?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle)

Once per cycle (selected)

Results were not shared this cycle

#### 3) With whom were assessment results shared?

*Please select all that apply.*

Department Head (selected)

Dean / Asst. or Assoc. Dean (selected)

Departmental assessment committee (selected)

Other faculty / staff (selected)

**4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.**

Trends related to specific goals are noted if/when they occur. To date, few deficits noted within reporting periods have been repeated consistently. When observed, students who do not meet standards are interviewed and their ideas about why they may have scored poorly are shared with faculty. No consistent trends have been pervasive and most failures to perform to standards have been related to personal test-taker variables

**5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.**

One standard had exhibited what could be considered a "mini-trend" and as the course most related to the standard was taught by an adjunct professor, the instructor of that class was reassigned

**Attachments (optional)**

*Upload any documents which support the program / department assessment process.*